

Term 3: English Language Arts Standards
Grade 5

Reading: Literature

Key Ideas & Details

- * RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft & Structure

- * RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge & Ideas

Range of Reading & Text Complexity

- * RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas & Details

- * RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- * RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft & Structure

- * RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject.
- * RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge & Ideas

- * RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading & Text Complexity

- * RI.10 By the end of the year, read and comprehend literature, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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Reading: Language

Conventions of English

- * L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Form the perfect (e.g., *I had walked, I have walked, I will have walked*) verb tenses
 - e. Use correlative conjunctions (e.g., *either/or, neither/nor*)
- * L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. Use a comma to set off words *yes* and *no* (e.g., *Yes, thank you*) to **set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*)** and to indicate direct address (e.g., *Is that you, Steve?*)
 - d. Use underlining, quotation marks, or italics to indicate the titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- * L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- * L.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *phonograph, photosynthesis*)
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of words and phrases.
- * L.5 Demonstrate and understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, **adages**, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, **homographs**) to better understand each of the words.
- * L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*)

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Writing

Types and Purposes

- * W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*)
 - d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing

- * W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- * W.5 With guidance and support from peers and adults, develop and strengthen, writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

- * W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- * W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 5 reading standards to literature (e.g., RL.3)
 - b. Apply grade 5 reading standards to informational texts (e.g., RI.8)

Range of Writing

- * W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Speaking & Listening

Comprehension and Collaboration

- * SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
 - c. Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- * SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- * SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- * SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- * SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Reading: Foundational Skills

Phonics and Word Recognition

- * RF.3 Know and apply grade-level phonics and word analysis in decoding words
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- * RF.4 Read with sufficient accuracy and fluency to support comprehension
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.